

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2013– 2014

Part A: General Information**Subject area and awards being examined**

Faculty / School of:	Medicine
Subject(s):	<i>Medicine</i>
Programme(s) / Module(s):	Year 1/2
Awards (e.g. BA/BSc/MSc etc):	MBCbB

Name and home Institution / affiliation of Examiner**Completed report**

The completed report should be attached to an e-mail and sent as soon as possible, and no later than six weeks after the relevant meeting of the Board of Examiners, to exexadmin@leeds.ac.uk.

Alternatively you can post your report to: **Head of Quality Assurance**
Room 12:81, EC Stoner Building
The University of Leeds, Leeds LS2 9JT

Part B: Comments for the Institution on the Examination Process and Standards**Matters for Urgent Attention**

If there are any areas which you think require urgent attention before the programme is offered again please note them in this box

None

Only applicable in first year of appointment

Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?

n/a

For Examiners completing their term of appointment

Please comment on your experience of the programme(s) over the period of your appointment, remarking in particular on changes from year to year and the progressive development and enhancement of the learning and teaching provision, on standards achieved, on marking and assessment and the procedures of the School

n/a

Standards

1. Please indicate the extent to which the programme Aims and Intended Learning Outcomes (ILOs) were commensurate with the level of the award

- *The appropriateness of the Intended Learning Outcomes for the programme(s)/modules and of the structure and content of the programme(s);*
- *The extent to which standards are appropriate for the award or award element under consideration.*

The ILOs are appropriate, clear and manageable for the students. They are well designed to fit in with the structure of the programme.

2. Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?

- *The comparability of the programme(s) with similar programme(s) at other institutions and against national benchmarks and the Framework for Higher Education Qualifications.*

The programme is clearly compliant with GMC Tomorrow's Doctors expectations and broader expectations nationally and internationally.

3. Please comment on the assessment methods and the appropriateness of these to the ILOs

- *The design and structure of the assessment methods, and the arrangements for the marking of modules and the classification of awards;*
- *The quality of teaching, learning and assessment methods that may be indicated by student performance.*

The assessment strategy is comprehensive and looks clear and transparent to students, tutors and external bodies – there was clearly of thought went into it.

Assessment methods are interesting and appropriately challenging. There is wide range of different types of assessment which ensure that the students have to think and work in different ways. Marking arrangements seem thorough, and good feedback is given to students.

I continue to be impressed by having both assessment for learning and progression.

4. Were students given adequate opportunity to demonstrate their achievement of the Aims and ILOs?

- *The academic standards demonstrated by the students and, where possible, their performance in relation to students on comparable courses;*
- *The strengths and weaknesses of the students as a cohort.*

Unfortunately I have not been able to see any work/marks this year due to illness, but I would anticipate that standards continue to be high.

5. For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum

Campus 2 clinic is a well designed and interesting placement for students. Assessment for learning is appropriate. As medical schools generally are increasing their proportions of early clinical experience, I wonder if there might be opportunities at Leeds to increase this part of the course.

6. Please comment on the nature and effectiveness of enhancements to the programme(s) and modules since the previous year

It would be particularly helpful if you could also identify areas of good practice which are worthy of wider dissemination.

The programme continues to make small changes to improve both teaching and assessment.

7. Please comment on the influence of research on the curriculum and learning and teaching

This may include examples of curriculum design informed by current research in the subject; practice informed by research; students undertaking research.

The Leeds team are active nationally and internationally in terms of medical education research, particularly in the areas of professionalism and assessment; and I have no doubt that their research feeds into the programme.

8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD

n/a

For Examiners involved in mentoring arrangements

9. If you have acted as a mentor to a new External Examiner or have received mentor support please comment here on the arrangements

n/a

The Examination/Assessment Process

10. The University and its Schools provide guidance for External Examiners as to their roles, powers and responsibilities. Please indicate whether this material was sufficient for you to act effectively as an External Examiner.

Whether External Examiners have sufficient access to the material needed to make the required judgements and whether they are encouraged to request additional information.

Yes this was clear and comprehensive.

11. Did you receive appropriate documentation relating to the programmes and/or parts of programmes for which you have responsibility, e.g. programme specifications or module handbooks, marking criteria?

The coherence of the policies and procedures relating to External Examiners and whether they match the explicit roles they are asked to perform.

Yes, this was initially available by email, and then access to a Sharepoint site provided.

12. Were you provided with all draft examination papers/assessments? Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments?

Yes. The papers are very well laid out and give good information about difficulty etc. They have been thoroughly checked and there are usually only very minor comments to make.

13. Was sufficient assessed / examined work made available to enable you to have confidence in your evaluation of the standard of student work? Were the scripts clearly marked/annotated?

n/a

14. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?

n/a

15. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners? Were you able to attend the meeting? Were you satisfied with the recommendations of the Board?

Yes, admin arrangements were very good. Unfortunately, due to illness and surgery, I have not been able to attend an exam board this year. My apologies to the Leeds team for this.

16. Were appropriate procedures in place to give due consideration to mitigating circumstances and medical evidence?

Not able to answer – but previous years procedures have been very thorough.

Other comments

Please use this box if you wish to make any further comments not covered elsewhere on the form

None.

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2013– 2014

Part A: General Information**Subject area and awards being examined**

Faculty / School of:	Leeds Institute of Medical Education
Subject(s):	<i>Basic medical sciences</i>
Programme(s) / Module(s):	Years 1 & 2 MBChB course
Awards (e.g. BA/BSc/MSc etc):	MBChB

Name and home Institution / affiliation of Examiner**Completed report**

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Part B: Comments for the Institution on the Examination Process and Standards**Matters for Urgent Attention**

If there are any areas which you think require urgent attention before the programme is offered again please note them in this box

None

Only applicable in first year of appointment

Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?

For Examiners completing their term of appointment

Please comment on your experience of the programme(s) over the period of your appointment, remarking in particular on changes from year to year and the progressive development and enhancement of the learning and teaching provision, on standards achieved, on marking and assessment and the procedures of the School

Standards

1. **Please indicate the extent to which the programme Aims and Intended Learning Outcomes (ILOs) were commensurate with the level of the award**
- *The appropriateness of the Intended Learning Outcomes for the programme(s)/modules and of the structure and content of the programme(s);*
 - *The extent to which standards are appropriate for the award or award element under consideration.*

Once again, I feel the aims and ILOs this academic year appear to be commensurate with Y1&2 of a medical degree programme, and are achievable from the content of the programme.

2. **Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?**
- *The comparability of the programme(s) with similar programme(s) at other institutions and against national benchmarks and the Framework for Higher Education Qualifications.*

Yes, the aims and ILOs appear to meet the expectations of the national subject benchmark, and are appropriate for the level of Y1&2. These are similar to other medical schools of which I am familiar.

3. **Please comment on the assessment methods and the appropriateness of these to the ILOs**
- *The design and structure of the assessment methods, and the arrangements for the marking of modules and the classification of awards;*
 - *The quality of teaching, learning and assessment methods that may be indicated by student performance.*

The assessment methods employed Leeds Medical School are appropriate to programme and the students do not appear to be over-assessed. In-course assessments, written examinations and spotters are appropriate to meet the ILOs of this programme. The School use the Ebel method for standard setting written exams. This is an appropriate and defensible method which appears to be carried out in a clear and transparent way, even presenting the tables in their exam board minutes. From the low failure rate of the students it is apparent that the quality of the teaching, learning and assessment methods are excellent.

4. **Were students given adequate opportunity to demonstrate their achievement of the Aims and ILOs?**
- *The academic standards demonstrated by the students and, where possible, their performance in relation to students on comparable courses;*
 - *The strengths and weaknesses of the students as a cohort.*

I was given the opportunity this year (in March) to meet some of the students from the programme. Although I did not get the chance to view any of their work they were all extremely positive about the programme and the quality of the teaching they had received.

5. **For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum**

N/A

6. **Please comment on the nature and effectiveness of enhancements to the programme(s) and modules since the previous year**

It would be particularly helpful if you could also identify areas of good practice which are worthy of wider dissemination.

There were no significant changes to the programme this year but I would like to highlight the clear and defensible and well executed assessment methods used. Presenting the Ebel standard setting tables in the examination board minutes I think it is an area of good practice.

7. **Please comment on the influence of research on the curriculum and learning and teaching**
- This may include examples of curriculum design informed by current research in the subject; practice informed by research; students undertaking research.*

The curriculum appears to be research-led where appropriate. There are some good examples of students being taught transferrable research skills and actually putting these into practice by researching a chosen topic and presenting the results to a small group.

8. **Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD**

N/A

For Examiners involved in mentoring arrangements

9. If you have acted as a mentor to a new External Examiner or have received mentor support please comment here on the arrangements

I have not received any formal mentor support for my role as external examiner, but I am in my third year of this role now. However, staff have always been accessible and very helpful. Likewise, I have not yet mentored any new external, but I was asked to be present at all exam board meetings this year as the other externals were new. I do think mentoring is a good idea and should be formalised.

The Examination/Assessment Process

10. The University and its Schools provide guidance for External Examiners as to their roles, powers and responsibilities. Please indicate whether this material was sufficient for you to act effectively as an External Examiner.

Whether External Examiners have sufficient access to the material needed to make the required judgements and whether they are encouraged to request additional information.

The material I was given access to (study guides etc) was sufficient for me to complete the task required of me.

11. Did you receive appropriate documentation relating to the programmes and/or parts of programmes for which you have responsibility, e.g. programme specifications or module handbooks, marking criteria?

The coherence of the policies and procedures relating to External Examiners and whether they match the explicit roles they are asked to perform.

The documentation I received was appropriate and adequate.

12. Were you provided with all draft examination papers/assessments? Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments?

I was sent all the examination papers in good time this year. There was a good spread of difficulty and relevance levels in each written examination, and the EMQ and MCQ papers appeared to be well balanced with a good representation of all aspects of the course at that level. The process seems fair and equitable, and carried out conscientiously.

13. Was sufficient assessed / examined work made available to enable you to have confidence in your evaluation of the standard of student work? Were the scripts clearly marked/annotated?

I only received one piece of student work this year; a resit assignment. The assignment was marked clearly.

14. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?

N/A

15. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners? Were you able to attend the meeting? Were you satisfied with the recommendations of the Board?

I attended all three exam board meetings this year (years 1 & 2 and the resit board). The administration arrangements were completely satisfactory. The operation of the meeting was very clear and logical. I was satisfied with the Board's recommendations. An agenda ahead of the meeting would have been helpful, although as this is my third year I knew what to expect.

16. Were appropriate procedures in place to give due consideration to mitigating circumstances and medical evidence?

Yes, I was satisfied that this was a fair process.

Other comments

Please use this box if you wish to make any further comments not covered elsewhere on the form

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The University of Leeds**EXTERNAL EXAMINER'S REPORT**

ACADEMIC YEAR: 2013– 2014

Part A: General Information**Subject area and awards being examined**

Faculty / School of:	Leeds Institute of Medical Education
Subject(s):	Medicine
Programme(s) / Module(s):	Integrated Summative Examination for the degree of MBChB, Year 2
Awards (e.g. BA/BSc/MSc etc):	MBChB,

Name and home Institution / affiliation of Examiner**Completed report**

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Part B: Comments for the Institution on the Examination Process and Standards**Matters for Urgent Attention**

If there are any areas which you think require urgent attention before the programme is offered again please note them in this box

None

Only applicable in first year of appointment

Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?

For Examiners completing their term of appointment

Please comment on your experience of the programme(s) over the period of your appointment, remarking in particular on changes from year to year and the progressive development and enhancement of the learning and teaching provision, on standards achieved, on marking and assessment and the procedures of the School

Standards

1. Please indicate the extent to which the programme Aims and Intended Learning Outcomes (ILOs) were commensurate with the level of the award

- *The appropriateness of the Intended Learning Outcomes for the programme(s)/modules and of the structure and content of the programme(s);*
- *The extent to which standards are appropriate for the award or award element under consideration.*

I can confirm that the Aims, ILOs are appropriate for the MBChB Programme for year 2 medical students and are suitable for continued progression towards the award of MBChB.

2. Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?

- *The comparability of the programme(s) with similar programme(s) at other institutions and against national benchmarks and the Framework for Higher Education Qualifications.*

I can confirm that in my opinion the Aims, LOs and assessments have met the national subject benchmark and that they are at an equivalent standard to MBBS assessments at my own academic institution and others in which I have worked.

3. Please comment on the assessment methods and the appropriateness of these to the ILOs

- *The design and structure of the assessment methods, and the arrangements for the marking of modules and the classification of awards;*
- *The quality of teaching, learning and assessment methods that may be indicated by student performance.*

I received (29/04) and reviewed (08/05) the Year 2 Integrated Summative MCQ and EMI papers. These assessment methods were appropriate and comparable to methods employed in my own institution and others I have examined in; details on the grading criteria were discussed at the exam board meeting and were entirely satisfactory.

I had the opportunity to discuss teaching, learning and assessment methods with module leads on 24/03/14; this meeting was extremely informative and the student performance in assessments reflects the high standards set by the MBChB Programme Leads.

4. Were students given adequate opportunity to demonstrate their achievement of the Aims and ILOs?

- *The academic standards demonstrated by the students and, where possible, their performance in relation to students on comparable courses;*
- *The strengths and weaknesses of the students as a cohort.*

Overall this cohort performed well in my opinion. There were only a very small number of students who were perceived to have under-performed and these were discussed in detail at BoE.

5. For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum

6. Please comment on the nature and effectiveness of enhancements to the programme(s) and modules since the previous year

It would be particularly helpful if you could also identify areas of good practice which are worthy of wider dissemination.

I attended an External Examiners Induction/ briefing on 24/03/14; this was my first formal visit and there were some excellent examples of teaching practices described including weekly online assessment for Laboratory & Scientific Medicine, and increasing amount of clinical contact throughout the programme and a very strong pastoral support system which is to be commended. The commitment and enthusiasm of the staff is high and the students I met were equally positive about their experience of the programme.

7. Please comment on the influence of research on the curriculum and learning and teaching

This may include examples of curriculum design informed by current research in the subject; practice informed by research; students undertaking research.

I was able to attend a number of student presentations regarding their experience of research. It was very clear that students had enjoyed this aspect of the course immensely. They were able to demonstrate an understanding of research methods, giving critical evaluations of their research findings within the context of the broader literature. Overall the student performance in this assessment was very impressive indeed.

8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD

n/a

For Examiners involved in mentoring arrangements

9. If you have acted as a mentor to a new External Examiner or have received mentor support please comment here on the arrangements

n/a

The Examination/Assessment Process

10. The University and its Schools provide guidance for External Examiners as to their roles, powers and responsibilities. Please indicate whether this material was sufficient for you to act effectively as an External Examiner.

Whether External Examiners have sufficient access to the material needed to make the required judgements and whether they are encouraged to request additional information.

Yes, I was given access to sufficient guidance and timely access to the examination papers. The administration of the examination process is very efficient.

11. Did you receive appropriate documentation relating to the programmes and/or parts of programmes for which you have responsibility, e.g. programme specifications or module handbooks, marking criteria?

The coherence of the policies and procedures relating to External Examiners and whether they match the explicit roles they are asked to perform.

Yes, this was made available to me; the induction day on 24/03 was invaluable in providing insight into the Programme, the ethos commitment and energy of the academic and administrative staff.

12. Were you provided with all draft examination papers/assessments? Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments?

Yes I received (29/04) and reviewed (08/05) the draft Year 2 Integrated Summative MCQ and EMI papers. The Examination questions I reviewed were of an appropriate standard/level and interrogated the prescribed ILOs; I did spot some minor errors and areas of repetition which I commented upon.

13. Was sufficient assessed / examined work made available to enable you to have confidence in your evaluation of the standard of student work? Were the scripts clearly marked/annotated?

I did not see assessed or examined work.

14. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?

na

15. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners? Were you able to attend the meeting? Were you satisfied with the recommendations of the Board?

Yes I was able to attend, the administrative arrangements were entirely satisfactory and in fact are superior to any that I have experienced in my previous appointments as external examiner!

16. Were appropriate procedures in place to give due consideration to mitigating circumstances and medical evidence?

Yes, this was evident and the BoE; all decisions were entirely appropriate in my opinion.

Other comments

Please use this box if you wish to make any further comments not covered elsewhere on the form

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2013– 2014

Part A: General Information**Subject area and awards being examined**

Faculty / School of:	Medicine (Leeds Institute of Medical Education)
Subject(s):	MB ChB
Programme(s) / Module(s):	Years 1 and 2
Awards (e.g. BA/BSc/MSc etc):	MB ChB

Name and home Institution / affiliation of Examiner**Completed report**

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Part B: Comments for the Institution on the Examination Process and Standards**Matters for Urgent Attention**

If there are any areas which you think require urgent attention before the programme is offered again please note them in this box

None

Only applicable in first year of appointment

Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?

I attended a training day (Monday 24th March 2014) at which a wide range of topics were addressed including assessment. Copies of previous external examiners reports were not provided but I did not feel this was a significant omission.

For Examiners completing their term of appointment

Please comment on your experience of the programme(s) over the period of your appointment, remarking in particular on changes from year to year and the progressive development and enhancement of the learning and teaching provision, on standards achieved, on marking and assessment and the procedures of the School

Not applicable

Standards

1. **Please indicate the extent to which the programme Aims and Intended Learning Outcomes (ILOs) were commensurate with the level of the award**
- *The appropriateness of the Intended Learning Outcomes for the programme(s)/modules and of the structure and content of the programme(s);*
 - *The extent to which standards are appropriate for the award or award element under consideration.*

Both the structure and content of the programme and the ILOs are appropriate and at an appropriate level.

2. **Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?**
- *The comparability of the programme(s) with similar programme(s) at other institutions and against national benchmarks and the Framework for Higher Education Qualifications.*

The aims and ILOs appear to me to be appropriate to national benchmarks including the Framework for Higher Education Qualifications and the requirements of the General Medical Council, and are comparable to practice at other institutions where I have been an external examiner (<<>>).

3. **Please comment on the assessment methods and the appropriateness of these to the ILOs**
- *The design and structure of the assessment methods, and the arrangements for the marking of modules and the classification of awards;*
 - *The quality of teaching, learning and assessment methods that may be indicated by student performance.*

Assessment methods are appropriate and implemented with due care and consideration for quality and fairness. Performance by students indicates high quality teaching and good levels of attainment.

4. **Were students given adequate opportunity to demonstrate their achievement of the Aims and ILOs?**
- *The academic standards demonstrated by the students and, where possible, their performance in relation to students on comparable courses;*
 - *The strengths and weaknesses of the students as a cohort.*

Yes. Standards in Leeds are undoubtedly comparable to those being attained by students at a comparable stage other institutions.

5. **For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum**

Not yet a significant component of the courses being examined at this stage.

6. **Please comment on the nature and effectiveness of enhancements to the programme(s) and modules since the previous year**

It would be particularly helpful if you could also identify areas of good practice which are worthy of wider dissemination.

Not applicable, as this is my first year as an examiner in Leeds.

7. **Please comment on the influence of research on the curriculum and learning and teaching**
- This may include examples of curriculum design informed by current research in the subject; practice informed by research; students undertaking research.*

The Assessment Research Group is embedded within the Leeds Institute of Medical Education and input through this structure has been used in developing and refining the curriculum and its assessment.

8. **Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD**

Not applicable.

For Examiners involved in mentoring arrangements

9. If you have acted as a mentor to a new External Examiner or have received mentor support please comment here on the arrangements

Not applicable.

The Examination/Assessment Process

10. The University and its Schools provide guidance for External Examiners as to their roles, powers and responsibilities. Please indicate whether this material was sufficient for you to act effectively as an External Examiner.

Whether External Examiners have sufficient access to the material needed to make the required judgements and whether they are encouraged to request additional information.

Yes, entirely sufficient. Full training was provided.

11. Did you receive appropriate documentation relating to the programmes and/or parts of programmes for which you have responsibility, e.g. programme specifications or module handbooks, marking criteria?

The coherence of the policies and procedures relating to External Examiners and whether they match the explicit roles they are asked to perform.

Yes, entirely sufficient documentation was provided at the training day.

12. Were you provided with all draft examination papers/assessments? Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments?

Yes, questions and level were fully appropriate and suitable arrangements were made for feedback.

13. Was sufficient assessed / examined work made available to enable you to have confidence in your evaluation of the standard of student work? Were the scripts clearly marked/annotated?

Yes, and yes.

14. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?

Yes, and yes.

15. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners? Were you able to attend the meeting? Were you satisfied with the recommendations of the Board?

Yes, yes and yes. Everything was done to a high standard.

16. Were appropriate procedures in place to give due consideration to mitigating circumstances and medical evidence?

Yes, entirely.

Other comments

Please use this box if you wish to make any further comments not covered elsewhere on the form

It has been a pleasure to be involved as an External Examiner in Years 1 and 2 of the Leeds MB ChB course.